

Unit 6/Lesson 28-30

Lesson Title: Three Days on a River in a Red Canoe

Short Term Goal: Students will determine the difference between wants and needs when planning a camping trip and how decisions affect the outcome.

SLE's:

E.7.3.3 Recognize that stating the problem and listing the alternatives are part of the *decision making model*

E.7.3.1 Determine that people make *trade offs* to get the most benefit from scarce resources

Common Core Standards:

CC3RI1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

CC3RI2 Determine the main idea of a text; recount the key details & explain how they support the main idea.

CC3RI7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

CC3SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

CC.3.W.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Materials:

<http://www.youtube.com/watch?v=mUUpYhZalu4> Levar Burton reads *Three Days on a River in a Red Canoe*

Three Days on a River in a Red Canoe by Vera B. Williams (Use it to teach the following skills)

CLLG Cause and Effect pg. 92 (Week 27)

CLLG Understanding Characters pg. 96 (Week 28)

CLLG Who is Telling the Story pg. 98 (Week 30)

Direct Explanation/Model:

One to Two Sessions/ whole group and small group

What: Students will brainstorm a list of camping supplies. (The book and program will give them some ideas.) and determine which ones are necessary for the trip. Then using a catalog that

features outdoor gear, they'll find prices of the supplies on their list and determine the total cost of their group's camping trip.

Why: It is important to understand that needs are necessary for survival while wants are things that may make the trip more enjoyable, but can be done without when space or money are lacking. The supply choices we make can determine how successful our trip will be.

How: Working in small groups, have students brainstorm a list of camping supplies. (The book and program will give them some ideas.) Using a catalog that features outdoor gear, have them find prices of the supplies on their list and determine the total cost of their group's camping trip. Allow each group to present its list to the class. Discuss necessary items and see if the groups can reduce their costs. As a class, decide on a final list of camping gear and supplies and determine the cost.

Session One

Guided Practice:

People of all ages enjoy activities such as camping, hiking, canoeing, and fishing. Invite students who have gone camping to share their experiences. How did they prepare for the trip? What are the best, and worst, parts of a camping trip? Either read the story *Three Days on a River in a Red Canoe* by Vera B. Williams or show the LeVar Burton's Reading Rainbow version. Discuss with students what they know about boating and camping safety. In the story, Sam fell into the river because he did not remember a rule of boating safety. Refer to CLLG pg. 92 to identify how the author described what happened? Talk about the importance of remaining seated and wearing life jackets. What safety rules did LeVar and his friends follow at their campsite? Why are these rules important, not only for the campers but for everyone else too.

Ask students what they enjoy doing outdoors with their families. What makes these activities special? What preparations are needed to get ready for them? How is the whole family involved? What were the steps that the family took to get ready for their camping trip? Did they have to plan? What were some of the categories of things they took such as clothes, food, and equipment? We're going to imagine that we are taking a float trip as well. What would you take? Imagine that we have \$200.00 to spend, what would you purchase? Think about needs and wants. What are they? Wants are things we would like to take such as a stuffed animal to sleep with. Needs are things we really need to have in order to survive, such as matches to start a fire. Keep needs and wants in mind as you plan. Be sure to weigh the pros and cons of each choice you make.

Apply:

Using a catalog that features outdoor gear, have students find prices of the supplies on their list

and determine the total cost of their group's camping trip. Allow each group to present its list to the class. Discuss necessary items and see if the groups can reduce their costs. As a class, decide on a final list of camping gear and supplies and determine the cost.

Session Two

Guided Activity:

Revisit the story *Three Days on a River in a Red Canoe*. Refer to CLLG 96 to teach the lesson on character's actions. Using the graphic organizer on, choose one of the characters to analyze. Have the children identify things the character said and did. Analyze his or her actions to tell about them.

Apply:

The students will choose a different character to analyze and identify things the character said and did. In reading logs tell what they tell us about him or her.

Session three

Guided Activity:

Remind the children that when you read, think about who is telling the story. Refer to the lesson in CLLG pg. 98. Ask the children if they can identify the narrator in *Three Days on a River in a Red Canoe*? Discuss the different points of view a narrator can have.

Objective Point of View

With the objective point of view, the writer tells what happens without stating more than can be inferred from the story's action and dialogue. The narrator never discloses anything about what the characters think or feel, remaining a detached observer.

Third Person Point of View

Here the narrator does not participate in the action of the story as one of the characters, but lets us know exactly how the characters feel. We learn about the characters through this outside voice.

First Person Point of View

In the first person point of view, the narrator does participate in the action of the story. When reading stories in the first person, we need to realize that what the narrator is recounting might not be the objective truth. We should question the trustworthiness of the accounting.

Omniscient and Limited Omniscient Points of View

A narrator who knows everything about all the characters is all knowing, or omniscient.

A narrator whose knowledge is limited to one character, either major or minor, has a limited omniscient point of view.

As you read a piece of fiction think about these things:

How does the point of view affect your responses to the characters? How is your response influenced by how much the narrator knows and how objective he or she is? First person narrators are not always trustworthy. It is up to you to determine what is truth and what is not. Discuss first, second, and third person narrators. Use CLLG page 98 to decide who narrated the story.

Apply:

In reading response journals the children will determine who the narrator is and give at least 4 reasons or evidence why.